

200 p100m33 7  
poor. Do you not think the spread of Christianity  
would do avail more than ~~any~~ <sup>any</sup> wider knowledge  
of the principles of education?

Christianity should constrain a man to  
do well what he knows how to do, but does  
not instruct him in any unknown art,  
does not make a man a tailor or a woman  
a cook. No one would take the trouble to  
carry out these principles faithfully who  
was not influenced by the highest motives;

indeed, as man must be a Christian to be capable  
of educating his children in the fullest sense;  
yet, being this, loving the truth & hating a  
lie, he may, for want of other knowledge,  
bring up his children to deceive them-  
selves & him: into formalism, calumny,  
or strictness, he may ignorantly err.  
I think we are not allowed to suppose that  
divine grace will supplement our  
ignorance: It is a man's duty to know,  
and God does not do for men what they  
ought to do for themselves. ~~Content with and~~

~~stand a gardener in the street of~~ No is the  
core <sup>in question</sup> really deep & difficult; physiology, theology  
Mental & moral sciences <sup>all deal, no doubt</sup>  
~~all concerned~~ <sup>conditions of well-being & well-being</sup> with the natural, well-being  
of relations of human beings, & their <sup>human</sup> ~~being~~  
covers a wide field; but the broad principles  
which should regulate action are <sup>to be</sup> ~~exactly~~  
<sup>without much research</sup> ~~patterned~~ <sup>outlined</sup> & it would be well for the <sup>country</sup>  
~~world~~ if these were brought home in simple  
forcible words to the unlearned & ignorant. For

every man should know what is due to his  
child, <sup>his</sup> body, soul & spirit. Men & women  
are capable of a great deal for their children's  
sakes; not only of large sacrifices, but of  
self-restraint & of daily noble effort. Many  
parents live purposeless, effortless lives  
simply because they do not see what is to  
be done, or how to set about it. Great humility  
keeps them back, 'How can I except - some  
man should guide me?' undertakes this  
high task? So they let things be, & the  
children go their own way in many a  
house, & in others, outsiders, teachers & what  
not, take up the task the parents have <sup>should have</sup> deserted.

II  
Of Method.

Suppose a Mother, like myself, dissatisfied  
with the present state of things, & anxious to  
take up her duties, how should she set about it?

In the first place, she should, I think, try  
to keep up with the times, - know what is being  
done & thought in the world, so that her  
children may not come to regard her opinions  
with indulgent superiority.

But so many things are taught in schools  
now, science & history, literature &  
language, & I know not what besides, say-  
ing there were nothing else to be done, &  
am not clever enough to keep up with the  
boys. Truly, no.

Of course not; keep up with the current thought

sunselet arms, & rough voice. Yet, remembers, she has to work very hard & the Spanish old woman is always a masculine-looking hag.

She has no chair, but courteously apologises, & shows a "manta" on the floor for you to sit on. Under the settle - the sleeping place - is the roost full of poultry. There, too, is her little "jarro" of water, & the provisions for the scanty dinner - the flat cake of coarse bread, and the melon, or the white grapes.

Just now, her husband is taking his siesta in his manta in this room - too indolent to move. At sun down, he trots behind his donkey, loaded with melons or grapes from his garden close by, to the market. At 3.30 in the morning the market opens; & at four to five it is a lively sight: maids from the rich houses, the mothers from every poor house, have come, basket on arm, to buy the daily stock of fruit, bread, & game.

In the little tents of the fruit-vendors lie the heaps of glowing fruit, the red flame-coloured tomato, the red & yellow pomegranate, the purple fig, the yellow or dark green melon, the plum, the  
apple





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## On Old Maids Theories. Our Young People.

What a perplexing, amusing, interesting <sup>moment</sup> problem do the young folk, to us  
elders. The young folk of these days, for  
I maintain, it is not that we have forgotten  
the ways of youth but that our young people  
are upon ~~tracks~~ a new pattern. I turn  
over a volume of old prints, I turn  
the tiny little boys in short jackets, the much  
short-waisted maidens, <sup>the modest youth</sup> with rather long hair. ~~Look~~ artist poling  
our young life in such staid & decorous  
fashion! - Again, I miss the excellent  
propriety of Miss Edgeworth's good young people!  
So the there, - the thoughtful youths who delight  
~~to converse~~ talk, no, to converse, with Mr.  
Barlow: the charming family which  
is instructed with a precision that  
modern <sup>vivacity</sup> ~~business~~ would not put up with  
in the Elements of Morality: See these  
well-philosophy grown up in the pages  
of Miss Austen & Miss Taylor.

ought to be: but I hardly see even how to get  
this ideal in any practical way: beautiful  
& desirable, but too vague & misty to  
suggest a 'Method of Education,' if  
it floats before me. What I want to know  
is, what to do, & towards what immediate  
end.

"Education, like other sciences, must be  
studied in detail, & a vague outline is,  
I suppose, all that may be taken in at  
a single glance. The ideal, & the Method,  
the way to it, become manifest only  
as we take 'human nature' to pieces,  
learn what goes to make up a man,  
what every part of him is capable of, &  
to what several laws every part of him  
is in <sup>each</sup> subjection; and, thus, how  
~~every single~~ faculty of body or soul  
may be assisted to its due development;  
But the consideration of a few instances  
will make my meaning plainer; we  
are 'creatures of habit' - or, at least, we  
often are; let us, in our next spare  
half hour, examine into the nature, force,  
& means of educating these <sup>most masterful</sup> all-powerful  
habits."

isophtene 33

She was a phantom of delight -



## Chapter II

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"Do you want anything more, Sir?"

Even the little parlours looked well this morning, as the sunshine, streaming in through the open casement lattice, lit up a snow-white tablecloth of homely bread, & a posy, the wealth of a cottage garden - did the odours of cherry-pie & vinegarnets come from without or from the posy? - new larders, & yellow butter, & such cream - the country version of these things, such as the poetry, of which your descriptions prove conveyers hardly a hint.

The young man looked up - the peasant's polished manners did not desert him, but his artist-soul was almost before the bewitchment of this cottage maid.

Katie Kilshaw was the belle of the Forest; the belle of the country, her admirers said, & none was hardy enough to swear that she was the belle of all England.

To say that she had hair of gold touched with bronze when the sun had caught its ripples, drawn into a neck knot - low on her neck, but breaking out in a hundred little shining ripples of singlet - round face & neck: that she carried her shapely head with the grace of a princess



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C'est-à-dire le premier pas qui coûte.

"And just a word more; <sup>not 99</sup> I'd be obliged if you'd see that Louis behaves properly at table. He doesn't, + it vexes his mother."

This, from the father of the day-boy to the Head-Master of a Public School: not every parent would have had the temerity; but perhaps Louis's father did not see that the great-man's gentle sanity + brightening eye meant enjoyment of the situation. Head-Masters of great schools don't commonly make it - their business that every day-boy should know how to handle his knife + fork.

Most parents ~~make it their business~~ <sup>see to it that</sup> their children should eat - like Christians; but a straw shows how the stream flows: where, short of this, does the business of the school-master end + that of the parent begin? Teachers fall degrees, from Head Masters downwards, have been for long enough, taking their bearings. They have formed some notions of what the great business of education includes. As a class, ~~the~~ <sup>there may</sup> be a Dominie Sampson, here + there, but: as a class, teachers are ahead of parents in what concerns the bringing up of children. At any rate, they take that line, + carry it off sometimes with a high hand. And nobody can deny the importance of the teaching craft. As represented by the weight-words of the Head Masters + Mistresses of our greater Public Schools, it is enough to constitute